

Michigan Department of Labor & Economic Growth
Office of Career and Technical Preparation

**CAREER PATHWAY GUIDELINES FOR PLANNING NEW
CAREER AND TECHNICAL EDUCATION PROGRAMS**

Phone: 517/373-8904

www.michigan.gov/mdcd

- I. Description and Intent of New Career and Technical Education Programs
- II. Planning and Development of New CTE Programs
- III. Review of Data to Research/Support Establishment of Program
- IV. Program Quality
- V. Advisory Committees
- VI. Teacher Certification Issues
- VII. Funding Issues
- VIII. Continuous Quality Improvement
- IX. Accessibility/Civil Rights Compliance
- X. New Program Application Process Timelines

**Michigan Department of Labor & Economic Growth
Office of Career and Technical Preparation
Statement of Assurance of Compliance with Federal Law**

The Michigan Department of Labor & Economic Growth, Office of Career and Technical Preparation complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan Department of Labor & Economic Growth that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability shall be subjected to discrimination in any program, activity or services for which it is responsible, or for which it receives financial assistance from the U. S. Department of Education.

Contact: Office of Civil Rights Administration Coordinator
Office of Career and Technical Preparation
(517) 373-3373

I. Description and Intent of Career and Technical Education Programs

Description

The Career Planning and Education Unit within the Office of Career and Technical Preparation (OCTP) provides technical assistance and support for the improvement of existing programs and the development of new career and technical education (CTE) occupational programs for secondary students attending career centers, intermediate school districts, and local school districts in Michigan. A current listing of the CTE programs eligible to receive funding is contained on the OCTP web site at www.michigan.gov/mdcd and search: "CIP Codes Added Cost."

The Department of Labor & Economic Growth supports the concept of Career Pathways as a key component of the Career Preparation System. Michigan's Career Pathways are six (6) broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths and competencies. Career Pathways provide a useful framework to aid both students and educators in making those meaningful connections to the current and emerging world of work leading to students being successful in a career of choice and life-long learning. Michigan's six Career Pathways have been identified to cover all career opportunities regardless of educational requirements. Therefore, the Office of Career and Technical Preparation has aligned current career and technical education programs into the following pathways:

Arts and Communications: careers related to the humanities, the performing, visual, literary, and media arts.

Business, Management, Marketing, and Technology: careers related to all aspects of business including accounting, business administration, finance, information processing, marketing, and hospitality.

Engineering/Manufacturing and Industrial Technology: careers related to technologies necessary to design, develop, install, or maintain physical systems.

Health Sciences: careers related to the promotion of health as well as the treatment of injuries, conditions, and disease.

Human Services: includes careers in childcare, civil service, education, and the social services.

Natural Resources and Agriscience: careers related to natural resources, agriculture, and the environment.

The United States Department of Education has also developed broad career groupings into 16 federal career clusters. You can find this alignment document "Michigan Career Pathways and National Career Clusters" at our web site. All state-approved CTE programs must be aligned to the 16 federal career clusters by September of 2005. For more information on the USDOE Federal Clusters, please visit our web site.

Intent

Students enrolled in secondary Career and Technical Education programs have the opportunity to acquire skills that prepare them for successful career entry, advancement and/or continuing education. CTE program choices should relate to the career goals identified in the students' educational development plan. These skills should be transferable as well as job specific, and basic to students' education, providing them with the foundation for lifelong learning. The primary objectives for secondary career and technical education programs are:

- To provide students the specific skills needed for job-entry positions now and broad transferable skills, allowing students further employment/education flexibility.
- To acquire an awareness of the structure and future trends within high skill, high wage industries to increase students' options for occupational choice in the pursuit of a career, as well as providing the requisite knowledge and skills for continued education and training.
- To provide both school and work-based learning experiences in order to bridge the gap between education and the world of work.

II. Planning and Development of State Approved New CTE Programs

To be approved and eligible for funding by the State of Michigan, a Career and Technical Education program must be a wage-earning occupational preparation program identified by a CIP Code number and descriptor. Career and technical education programs are laboratory, simulation and/or work-based instruction based upon individually designed learning experiences in a subject preparing the student for competencies required in a variety of occupations. Instruction is competency-based with either state or national curriculum. To be approved and eligible for funding by the State of Michigan, a Family and Consumer Sciences (FCS) program must prepare students for the adult roles of family members and workers. FCS must reflect Michigan standards and benchmarks.

In order to seek approval by the Department of Labor & Economic Growth to run a state-approved program, applicants must follow the letter of intent/new program process as described in these guidelines. "Letters of Intent" for wage-earning programs and FCS programs are to be used for totally new programs. The new program process should **not be used for programs needing revision**. For program revisions contact the appropriate career pathway/occupational program consultant. Please see contact information for Career Pathway/CTE consultants on our web site at www.michigan.gov/mdcd.

Time Requirements

Planning and development of new CTE programs is a full year process beginning in late summer with the required completion of a needs assessment by the applicant. An overview of the new program timeline process is available in Section X.

Program length is most often one or two years. When a program is subdivided by courses or other subunits (e.g., Agriculture, Health), the set of courses or subunits combined to support the occupational job title for which students will train must be determined. The program length in years should be determined based on the complexity of the tasks to be learned for the level of entry into the job market. All programs must meet minimum time requirements as well as a high level of academic rigor and relevancy.

Developing New Programs

When considering the development of a new program, several factors need to be addressed:

1. The rationale for developing the program should be formulated and agreed-upon by those

contemplating the establishment of the program. A discussion with CTE Administrators in your region must be conducted to prevent duplication of programs and increase collaboration. Depending upon fiscal agent prioritization and regional long range planning, all CTE programs do not necessarily receive funding on an annual basis.

2. Additionally, documentation such as results of an environmental scan and a needs analysis based on current labor market information to support programs established must be included.
3. Another consideration is whether local funding if it receives no additional state or federal dollars would support the program.

Please be aware that there are different requirements for each individual CTE program that are described within each CTE program career pathway consultant's area. For example, all Automotive Technician state-approved CTE programs must be NATEF certified and all Allied Health Technology Programs must incorporate the Health core curriculum. While each CTE program has its own unique requirements, a generic new CTE program application review criteria form can be found on our web site.

Career and technical education programs provide competency-based instruction for students. Units of instruction contain appropriate scope and sequence so students progress from simple to complex tasks in order to facilitate maximum student learning. The variety of program options available allow local education agencies the flexibility to configure their programs to deliver instruction in such a way that is best suited for their unique needs.

Program delivery options for career and technical education programs are guided by national or state standards. Information is available on our web site at www.michigan.gov/mdcd or by contacting the Career Pathway/CTE Consultant for questions or more information.

III. Review of Data to Research/Support Establishment of Program (Needs Assessment)

New CTE program applicants must take into consideration the investment of time and money for the development of a new program. The first step in the process is to collect pertinent data from the region and review it with a critical eye. Environmental scan information must solidly support the decision to begin a new program. Resources continue to be tight across the state. Local districts must collaborate to eliminate duplication, support successful regional programs, and meet local workforce needs.

Initial Planning Questions (related to the CTE program being applied for):

1. What programs currently exist in the CEPD to meet this need?

Source: Current version of X0107 Secondary Funding Report available from the CEPD CTE Administrator.

- a) Grades 9-12 CTE program(s): Yes ____ No ____

If yes, number of programs: _____ total enrollment _____

- b) Career Center programs(s): Yes ____ No ____
(i.e., consortium, trade academy, building)

If yes, number of programs: _____ total enrollment _____

- c) Related postsecondary program(s) located in Region (contact the institution): Yes ____ No ____

If yes, number of programs: _____ total enrollment _____

- d) Contracted class-size program(s): Yes ____ No ____

If yes, number of programs: _____ total enrollment _____

- e) Less-than-class-size program(s): Yes ____ No ____

If yes, number of programs: _____ total enrollment _____

- f) Has the possibility of utilizing the above programs been explored? Yes ____ No ____

Describe:

2. What is this program's related placement (full-time, part-time or continuing education) for the most recent three years?

Source: Current version of X0610 - Follow-Up Survey of Students available from the Regional CTE Administrator. *[If the region's related placement does not support the need for a new CTE program, the district must provide documentation of sufficient employment opportunities to justify the program.]*

Year _____: State Average: ____% Regional Average ____%

Year _____: State Average: ____% Regional Average ____%

Year _____: State Average: ____% Regional Average ____%

Environmental Scan Data/Labor Market Information for Wage Earning Programs (related to the CTE program being applied for):

1. *Demand/Supply Ratio.* Total statewide annual openings divided by statewide annual secondary completer supply by CIP Code. (High ratios are desirable).

Source: X0503-11th & 12th Grade/current year.

2. *Supply - Secondary.* The annual number of secondary career and technical education students completing or leaving career and technical education programs who are working or available for work in the area in which you plan to provide training. (Low supply numbers are desirable.)

Source for State: Current version of X0610 - Follow-Up Survey of Students

Source for National: <http://www.bls.gov/emp/noeted/empinfo.htm>

3. *Unemployment %*. The percentage of former secondary career and technical education completers followed up who are unemployed and seeking work. (Low unemployment percentages are desirable)

Source: Current version of X0610 - Follow-Up Survey of Students

4. *Entry Wages*. The average wage paid per hour based on the follow-up of former secondary career and technical education students. (Higher wages are desirable.)

Source: Current version of X0610 - Follow-Up Survey of Students

5. *Growth*. The increase in net job openings for occupations within a career and technical education program, as determined by labor market information.

Source: <http://www.michlmi.org/index.jsp>

6. *Average Annual Openings (Demand)*. The average number of job openings yearly based on growth plus replacements. (High openings are desirable).

Source: <http://www.michlmi.org/index.jsp>

7. *Location of Jobs*.

Are jobs available at the CEPD level? _____ (yes/no)

Are jobs available at the regional (Workforce Development Board/Career Preparation Planning Area) level? _____ (yes/no)

Must students relocate in another area of the state to find employment? _____ (yes/no)
(Local employment opportunities are desirable.)

Source: <http://www.michlmi.org/index.jsp>

8. *Postsecondary Training*. What are the related continuing education options?

Describe training programs, apprenticeships and other options available:

Operating Costs (related to the CTE program being applied for):

1. *Start-Up Costs*. Total non-operational, initial costs needed to implement a program. After starting the program there should be adequate resources to operate a quality program.

Source: Local determination (include instruction, support services and equipment costs.)

2. *Ongoing Costs Per Student Hour*. State average of CIP Code costs per student hour.

Source: 4033/Expenditure Report

3. *Costs-Off-Sets*. Total revenue that will be generated by the program that can be used to

offset the operational costs of the program.

Source: Local Determination (include local millages and other local contributions)

Regional Enrollment Information (related to the CTE program being applied for):

1. *Student Enrollment Demand.* The total enrollment demand compared with the total available spaces in the career and technical education program. This is a proxy for student interest in the program. (High quality programs may demand lower enrollments regardless of student enrollment demand.)

Source: Survey at local/regional level

Describe what efforts have been made to determine student interest:

Describe what consideration has been made to the space/facility accommodations for this program:

2. *Completer/Enrollee Ratio.* The annual number of career and technical education program completers divided by the annual career and technical education enrollment. (High completion rates are desirable).

Source: X0503/Unduplicated Enrollment and Completion Report

Employment Information for Wage-Earning Programs (related to the CTE program being applied for):

1. *Full-Time Related Employment %.* The percentage of secondary career and technical education completers followed-up that are employed full-time in a job they have determined to be related to their high school career and technical education training. (High employment percentages are desirable).

Source: Current version of X0610 - Follow-Up Survey of Students

IV. Program Quality

Career Contextual Learning/Authentic Instruction

Career Contextual Learning/Authentic Instruction is defined in the Career Preparation System as an instructional and assessment approach combining academic and career-related content. It includes four common elements:

- Standards-based academic instruction;
- Learner-centered activities, involving students' learning strengths and areas of high interest;
- Authentic career contexts as focal points for instruction; and
- Uses a variety of career contexts from each pathway.

Further, career contextual learning/authentic instruction should be designed with input from business and industry to provide relevant career contexts and communicate authentic workplace applications and expectations. For more information regarding Career Contextual Learning/Authentic Instruction, visit the MDCD web site at www.michigan.gov/mdcd

All Aspects of the Industry

Approved career and technical education programs must include the array of occupations and careers that comprises an industry, from the most basic to the most advanced. Curriculum should include principles of technology, labor and community issues, health and safety issues, and environmental issues related to such industry. For more information regarding “All Aspects of the Industry,” visit the MDCD web site at www.michigan.gov/mdcd

Use of Technology

Uses of technology in the CTE setting include: a) developing the skills necessary to operate various technologies, b) applying these skills in searching for knowledge and information, and c) applying developed skills in the real-world contexts of business and industry. For more information regarding Use of Technology, visit the MDCD web at www.michigan.gov/mdcd

Size, Scope & Quality of Programs

It is an expectation that Career and Technical Education programs and services must be of sufficient size, scope and quality to be effective. For more information regarding Size, Scope and Quality, visit the MDCD web at www.michigan.gov/mdcd

Worked-Based Learning

Career and technical education work-based learning is a combination of school-based preparation and supervised worksite experiences designed in collaboration with business/industry to enable students to acquire attitudes, knowledge, and skills for career and other life roles in real work settings. These experiences relate directly to the approved career and technical education program and include paid capstone/cooperative education experiences as well as unpaid trainees in work-site settings. For more information regarding career and technical education work-based learning, visit the MDCD web at www.michigan.gov/mdcd, and type in the search area: “Guidelines for Placing Students in Work-Based Learning Related to State-Approved Career and Technical Education Programs.”

Regional CTE Administrator Responsibilities

One of the roles of the Regional CTE Administrator is to provide coordination and technical assistance for the new career and technical education program planning process. Identifying the number of programs needed to meet the needs of the region must be reflected in the Career Initiatives Regional Alignment Plan. The new program process requests the approval of the Regional CTE Administrator in the initial phase (submission of letter of intent) as well as on the application submitted for new programs. The Regional CTE Administrator must meet with the CIA team members and the EAG to review and seek approval for requests for all proposed new CTE Programs (Letters of Intent) within the region.

Minimum Number of Minutes

The current minimum number of minutes for an approved occupational/career and technical education programs are:

- A minimum of 7,200 minutes per year for an approved program. This policy accommodates for the many variations of block scheduling and school calendars that exist.

The following are exceptions to this requirement:

- Marketing Education Programs: Either a one-year course of two consecutive periods of not less than 550 minutes per week **or** two one-year courses of periods of not less than 275 minutes per week.
- All Engineering/Manufacturing and Industrial Technology Career Pathway and Arts and Communications Pathway programs must have a minimum of 14,400 minutes per year for an approved program. This includes new applications for Drafting (CAD) programs.

Square Footage

Minimal and optimal square footage guidelines by career pathway CTE program area are contained on our web site at www.michigan.gov/mdcd.

Career Technical Student Organizations (CTSOs)

OCTP continues to support and encourage the promotion of student career development and leadership organizations. Career Technical Student Organizations are an intra-curricular instructional technique for providing motivation and extended student learning experiences. Please see our website for more information on CTSOs.

Additional Course Request Offering Form

After the program has received approval, additional courses may be added to some already existing approved CTE programs, by completing an OCTP Additional Course Offering Form. This form is due to OCTP by October 1st of the school year and is approved by the occupational CTE consultant for the program area. A course is an identified component under the specific occupation (e.g.,) Management Support (02) is a course name and number under Business Administration Management and Operations, and Nursing Occupations (02) is a course name and number under Health Sciences). The program consultant may require a new program application for some courses. Please see our OCTP web site for the current form.

V. Advisory Committees

There are two major types of advisory committees commonly associated with career and technical education programs. One is the Career Preparation Planning Area (CPPA) advisory committee, now termed the Educational Advisory Group (EAG), for overall career and technical education programs and planning at the regional level. The second is the program (occupational) advisory committee that is used to guide an individual career and technical education program.

Please review Section V of the Administrative Guide contained on our web site for further information regarding Advisory Committees.

VI. Teacher Certification

In order to begin and maintain approved program status and remain eligible for added cost funding, the program's teacher(s) must possess one of the following current and valid credentials: State Secondary provisional certificate with a vocational endorsement(s); State secondary or continuing or professional education certification with a vocational endorsement; a temporary vocational authorization document; a full vocational authorization document; or an occupational education certificate. If the teacher holds none of these credentials, an evaluation of the teacher's competencies can be requested and if deemed competent, a 1-year vocational authorization may be issued to the school district. For questions or additional information regarding Teacher Certification issues, please contact the following:

Michigan Department of Education
Office of Professional Preparation Services
Post Office Box 30008
Lansing, Michigan 48909
Phone: 517/335-0585

Contracted Programs

A "contracted program" is a secondary occupational preparation program that is provided within and by a private or public postsecondary institute, business, or industry under a written contractual agreement. Contracting with these entities is an alternative method of providing career and technical education not readily available or feasible in a regular school setting. Contractual arrangements may more economically provide occupational instruction equivalent to that offered in a public school or provide programs, equipment and services not otherwise readily available.

As of March 1999, community college faculty who teach in state approved vocational/technical programs are no longer required to have a teaching certificate for contracted secondary programs, and, for these individuals only, the process of annual authorization will be limited to the collection of updated information on program personnel covered by the contract. This means that community college faculty who teach career and technical education programs do not have to go through the annual authorization process as long as they are employees of the college with which the secondary program is contracted. Fiscal agencies who contract or whose districts contract with community colleges to provide career and technical education programs must send to the Department of Labor & Economic Growth, Office of Career and Technical Preparation, a letter stating the names and social security numbers of these personnel and an assurance that they are employees of the community college. It will be the community college's responsibility to keep personnel records for their employees.

Contracted Cosmetology Programs

In the past, school districts with approved CTE cosmetology programs that **contracted with** licensed Cosmetology facilities were not required to pursue an Annual Authorization for Vocational Education for their instructors. It has come to our attention, however, that Pupil Accounting auditors have taken exception to this issue and are questioning this practice.

VII. Funding Issues

After approval is received for a CTE program, it is entered on the CTEIS (formerly VEDS) System and will remain approved unless the program does not have enrollment for three consecutive years or program-monitoring results indicate problems with established standards. In these cases, the program will be removed from the CTEIS system and would need to be re-established through the new program approval process.

Family and Consumer Sciences

Eligibility for Parenthood Added Cost funding is dependent upon the delivery of a state-approved FCS program. Please review Section M of the “Administrative Guide for Career and Technical Education,” or contact the Family and Consumer Sciences Program Consultant for content strands.

Added Cost Factors

The current listing of the approved Secondary CTE CIP Code/Career Pathway options for new programs is contained on our web site at www.michigan.gov/mdcd. This document contains the current Added Cost reimbursement rates for each program.

VIII. Continuous Quality Improvement

Technical Assistance

Within the first year of the newly approved CTE program, the career pathway consultant at the Michigan Department of Labor & Economic Growth may conduct a visit to the program to provide technical assistance and support.

Program Monitoring

The OCTP Technical Review, Assistance and Compliance (TRAC) process for career and technical education programs, financial reports, enrollment reports, and grant initiatives has been implemented. The TRAC process includes a regional CIP review of 20% of all state approved CTE programs annually. This process summarizes CIP Self-Reviews conducted by the instructors of state-approved CTE programs and coordinates all monitoring and technical assistance functions for recipients of state and federal grant funding and school districts operating state-approved career and technical education programs.

MEAP/Curriculum Frameworks

OCTP Career Pathway Consultants have aligned many CTE program standards with national standards (when available), Michigan Curriculum Frameworks Content Standards, WorkKeys, Career and Employability Skills, and Technology Education. These are available on our web at www.michigan.gov/mdcd. All state approved CTE programs must develop and have available their local crosswalk alignment.

Carl D. Perkins Core Performance Indicators

The Act of 1998 requires that states establish a performance accountability system designed to

assess the effectiveness of the state in achieving statewide progress in career and technical (vocational) education. States are required to continually make progress toward improving the performance of career and technical (vocational) education students. One major trend across the states is the rising stakeholder expectations about the quality of performance measurement and the effectiveness of performance accountability systems in getting results. Congress and state legislatures and major stakeholder organizations now have higher expectations of the quality and reliability of performance measures and data collection systems. They are also expecting high levels of performance on these measures and sustained performance improvement.

The state must submit a report, the Consolidated Annual Report, to the U.S. Department of Education Secretary each year regarding the state's progress in achieving the performance levels, including the performance of special populations. The Secretary makes state-by-state comparisons and issues a report to Congress and the public. The Perkins Core Performance Indicators are legislatively mandated and utilized as an evaluation tool to assess the quality and impact of all approved career and technical education programs in Michigan.

Regional Improvement

If a Region does not meet the state levels of performance on any of the Core Performance Indicators, Perkins CTE grant activities must be conducted to increase performance. If a Region does not make adequate yearly progress toward the state level performance level, the state may withhold some or all funds. State teams review and approve career initiative grant applications and monitor progress of regions that fall below state negotiated performance levels.

IX. Accessibility/Civil Rights Compliance

It is required that facilities for any state-approved career and technical education program meet American With Disabilities Act (ADA) standards and accessibility requirements in order to comply with Civil Rights and related legislation. The following federal and state laws apply to educational programs that receive federal funds: Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act of 1975/Title II of 1990. The Office of Career and Technical Preparation (OCTP) is the state office responsible for administering a compliance program to prevent, identify, and remedy discrimination on the basis of race, color, national origin, gender, disability or age by local educational agencies, career and technical education centers, or post-secondary institutions that receive federal financial assistance through a State of Michigan agency.

The Civil Rights Compliance Program is a comprehensive review system designed to improve the delivery of education through the assurance of equal opportunity for all groups and populations. Activities of this program are required by Section II (b) of the *"Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Disability"* Federal Register, Vol. 44, No. 56, page 17165, issued Wednesday, March 21, 1979.

The components and/or activities of the compliance program include: targeting analysis, selecting agencies for on-site reviews, conducting on-site reviews, compliance plans, technical assistance, reporting, monitoring, and program improvement. The Civil Rights Compliance Program is designed to:

1. Insure that equal educational opportunities are provided to all students, including full opportunity to participate in programs, activities, and job opportunities, and to benefit from services.
2. Prohibit barriers to achieving full participation, such as the stereotyping of individuals based on their racial, ethnic, gender identity, age, or on their disabling conditions.
3. Provide education in an integrated setting.
4. Analyze, identify, and change policies and activities that impede the achievement of the above goals.

X. New Program Application Process Time Lines

APPROXIMATE DATES:

ACTIVITY:

Prior to August

Needs assessment needs to be conducted by applicant (see Section III).

Early August

OCTP sends “Letter of Intent” information packet to CEPD Administrators and Local CTE Directors.

September

CEPD CTE Administrators contacts local administrators to determine new program intentions and provide technical assistance.

Date Established by Region
(Prior to October 1)

CEPD CTE Administrator establishes a date (to meet October deadline) for submission of “letters of intent” (LOI) for the region in advance of an Educational Advisory Group meeting to determine whether or not to approve the “Letters of Intent.” Needs assessment must be submitted with LOI to be considered.

Date Established by Region

Districts submit their “Letters of Intent” to Regional CTE Administrator with needs assessment information.

Date Established by Region

CEPD CTE Administrator meets with the Educational Advisory Group to review and approve submission of requests for new programs (LOIs).

October 1

CEPD CTE Administrator submits to OCTP signed “Letters of Intent” and needs assessments for programs approved by the Educational Advisory Group for consideration. This begins the new program process that takes approximately one full year from beginning (filing a letter of intent) to completion (receiving approval of the new CTE program). **(ANY INCOMPLETE LOI’S WILL BE RETURNED TO APPLICANT.)**

Mid-October

Applicant receives confirmation from OCTP of receipt of “Letter(s) of Intent” and details of Technical Assistance Meeting to take place early November.

Early November	OCTP will hold a technical assistance meeting for all “Letter of Intent” applicants.
February 1	Completed application for a New Career and Technical Education Secondary Program (4001-C) with criteria checklist, attachments and all signatures (including Program Advisory Committee Chairperson) submitted to OCTP by Regional CTE Administrator. (ANY INCOMPLETE APPLICATIONS WILL BE RETURNED TO APPLICANT.)
Late April	OCTP staff sends approval or disapproval letters to local administrators and copies to Regional CTE Administrators.
March-June	Program development continues, as necessary.
June-August	Teacher credentials are submitted to OCTP.
August-September	New program begins. Programs will be eligible for funding if ALL required documents have been received by OCTP.
September – June	Program may be visited during its first year of operation after state approval by the Career Pathway/CTE Program Consultant for technical assistance purposes.